

# S.E.A.L.

## SECONDARY ENGLISH FOR ADULT LEARNERS

### PROGRAM OF STUDY

MAY 1997

**S.E.A.L.**

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# INTRODUCTION

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This document, *Secondary English for Adult Learners (S.E.A.L.)*, is a program for teaching the language arts to students seeking secondary credits in the adult education sector. It replaces the *Programme par objectifs*, and was developed in response to a mandate from the ministère de l'éducation du Québec, to develop a program that was:

- up-to-date and consistent with current research and developments in linguistics and theories of language learning;
- in harmony with the theoretical foundations, approach, and objectives of the secondary English language arts program in the regular sector;
- adapted to the needs of adult learners and the adult education context in the province of Québec.

This program fulfills the mandate. In 1987, a provincial committee, consisting of representatives from the various school boards throughout the province which offer English Mother Tongue to adults, was convened to raise the issue of developing a new program. This committee was reconvened early in 1988, when it was agreed that the existing PPO failed to address the needs and abilities of the adult clientele. The need for an up-to-date program, coordinated with the regular sector program and responsive to the needs of adults, was strongly expressed.

Preliminary to the development of the program, it was considered essential to conduct an exploratory needs analysis in order to determine more precisely the significant characteristics, needs and objectives of the primary interest groups (that is, students and teachers) in the English mother tongue program in the province of Québec. To this end, a survey was conducted in the spring of 1988 via a questionnaire which was prepared for each interest group. The level of response was overwhelming: over 30% of all the students enrolled in the English mother tongue program and 60% of the teachers responded. Such a high representation demanded serious consideration of the results.

The conclusions resulting from the quantitative and qualitative data collected from the questionnaires confirmed the inadequacy of the existing program and the need for a new program in line with the regular sector Secondary Language Arts program, one which placed greater emphasis on practical skills related to learners' daily lives, which integrated the four language abilities, and which gave greater emphasis in particular to oral expression. A list of 46 discourse-types were rank-ordered according to the values they were assigned by respondents. The results of this analysis are reflected in the content of the program.

Following the analysis of the survey results, a consultative committee, consisting of representatives from several different boards, was formed to work specifically on the development of the program, bearing in mind the threefold mandate of the ministère. This committee began work in September of 1988 and continued to work and meet regularly throughout the academic year. In the spring of 1989, the organization of the program, the general objec-

tives, the selection and distribution of content, and samples of specific objectives and indicators were presented to and approved by the provincial committee. Minor adjustments were made, and a table of “Elements of English Usage” was added. The result is the present document, which we hope proves useful, stimulating and motivating to both teachers and learners.

# RATIONALE

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## THEORETICAL FOUNDATIONS

The program, *Secondary English for Adult Learners*, is based on a model that can be described as a **whole language, adult-centered, integrated approach** to teaching the language arts. This model is derived from current theories of and research on the nature of language, language use and language learning. In its theoretical assumptions and pedagogical implications it is distinct from the skills model, on which the *Programme par objectifs* is based.

## THE NATURE OF LANGUAGE

The present program employs a twofold conception of language, which is seen as both an instrument for thought and a means of communicating with others.

### *Relationships between Thought and Language*

The skills model is based on assumptions about language and language learning which are derived from classical rhetorical theory. According to the classicists, language was simply “thought in verbal dress”: ideas were distinct from expression; thought and experience were independent of language, which was reduced to a simple reflection of thought. In contrast, modern rhetorical theory, from which the whole-language model is derived, postulates an intimate connection between language and thought, discourse and knowledge. Language is now seen to shape experience rather than simply reflect it. In their search to make sense of their experience, people constantly strive for higher-order structures and hence organize their concepts in increasingly complex language. Language is thus seen to be a tool for thought rather than simply an expression of it.

The *S.E.A.L.* program addresses the role of language as an instrument for thought explicitly in the global aims, in the specific objectives through its emphasis on the processes involved in listening, reading, speaking, and writing, and finally, in the organization of the content, which provides learners with the opportunity to develop their abilities to use language in contexts of increasing complexity and sophistication.

### *Language as Communication*

When language is viewed as simply the reflection of thought, emphasis tends to be on its formal properties: grammatical patterns and stylistic conventions. Developments in structural linguistics combined with classical rhetorical theory reflected this view of language as a complex formal system demanding analysis of its constituent parts at various levels: words, sentences, paragraphs, essay frames, modes of discourse, etc. More recent developments in linguistics and in psycho- and sociolinguistics have led to a new orientation reflected in an evolving emphasis on the social and interpersonal nature of language, on the concept of language as communication. Attention has now turned to the nature of the communication process and the set of relations between sender, receiver and message, which all instances of communication involve.

This set of relations is most thoroughly investigated by Moffett (1968). For Moffett, different kinds of discourse are created by shifts in the relation between sender (speaker or writer) and receiver (listener or reader) on the one hand, and shifts in the relation between sender and message (subject) on the other hand.

The first set of relations is expressed in terms of the spatial distance between the sender and receiver and involves movement from formulating thoughts for oneself (reflection), to addressing small known audiences (conversation and personal correspondence), to eventual impersonal communication with an unknown, large, anonymous group (publication). The second set of relations is expressed in terms of the temporal distance between the sender and the message and involves increasing levels of abstraction: from recording (what is happening), to reporting (what happened), to generalizing (what happens), and finally to speculating and theorizing (what may happen).

For Moffett, this analysis of the communication process “amounts to proposing that curriculum units and sequence be founded on different kinds of discourse” which would permit students to exercise a variety of sender and receiver roles in a variety of relations that might exist between the student and a subject (1968, p. 10). The *S.E.A.L.* program addresses this proposal by providing opportunities for students to participate in the communication process in a variety of roles as sender (through speaking and writing) and receiver (through listening and reading) with respect to varieties of discourse that have been spirally sequenced to reflect increasing distance between speaker and audience and increasing levels of abstraction.

Interest in language as communication has led other thinkers such as Halliday (1975) and Britton (1975) to focus on the functions (communicative intents or purposes) of language. It is Britton’s analysis that has been adopted by the secondary program in the regular sector and is the most useful for our purposes as well. In this analysis, language functions are classified into three broad categories: expressive, transactional, and poetic.

The expressive function involves language that is close to the self, intended to reveal the speaker/writer and displaying an implicit close relation with a listener/reader who is assumed to share a common context or understanding. Expressive language is relatively unstructured, since it submits itself to the free flow of ideas and feelings, and relatively inexplicit, since it relies on a shared context between speaker and listener or between writer and reader.

The transactional function involves using language to get things done, and within this category two sub-categories are identified: informative and conative. Informative language is intended to make information available: to record, report, classify, compare, ask and answer questions, generalize, speculate, hypothesize. Conative language is an instrument of the speaker/writer’s intention to influence the listener/reader’s behavior, attitude or opinion by ordering, instructing, advising or persuading.

The poetic function involves using language as an art medium to create a verbal construct that is intended to please or satisfy the speaker/writer and evoke satisfaction in the listener/reader. It is language that exists for its own sake and not as a means of achieving something

else. This category is not restricted to poems, but includes all art forms: films, short stories, plays, novels, etc.

Britton's classification of language functions has been adopted as one of the principles of organization for the general objectives of the present program.

## **LANGUAGE USE AND LANGUAGE LEARNING**

Theories about language use and language learning are intimately related to theories about the nature of language and learning in general and have implications for curriculum and pedagogy.

As it will be recalled, the skills model was based on a view of language as essentially a self-contained system of discrete units and patterns that could be classified and organized according to internal scientific criteria. A language user's ability to speak and understand a language was characterized as an ability to manipulate this formal system and was analyzed into a series of skills and subskills: spelling, punctuation, diction, grammar, rhetoric, etc. This analysis lent itself quite easily to behaviorist learning theory, which proposed that language learning is primarily a matter of habit formation. Language learning is then basically a question of technology, of isolating skills that are to be learned independently and reinforced by means of mechanical drills and practice exercises divorced from a meaningful context. It proceeds in a prescribed manner, in a step-by-step sequencing of learned skills from the smallest units of language to the largest units, largely through the medium of direct skills instruction. Language competence is the sum of these independently learned skills.

More recent developments in a variety of related disciplines (linguistics, psychology, psycholinguistics and sociolinguistics, education) and research in language acquisition have seriously undermined the assumptions of the skills model and rendered it inadequate as a basis for teaching the language arts.

As a result of these developments, the concept of language use has been modified and expanded. Language use is no longer restricted to the ability to manipulate the formal patterns of the language *correctly*, but is seen to constitute a much more global ability characterized by *appropriate* language use in a particular context for a specific audience. The ability to compose and comprehend grammatically correct sentences is now referred to as "usage," to distinguish it from "use" which is defined as the ability to use sentences appropriately to achieve a communicative purpose (see Widdowson, 1978, Ch. 1, for a thorough discussion of the use/usage distinction).

Furthermore, language use is no longer considered to be a skill, but is rather seen as part of a natural human competence to organize experience by means of symbolic representation. This competence is shared by all human beings by virtue of their capacity to make meaning. It is not a by-product of intelligence, or education, or experience; nor is it a gift that teachers bestow on students. Rather, it is a power that all learners possess and bring to the classroom, where they can learn to use it more effectively for their own purposes. It develops naturally

and continuously through the individual's personal search for meaning and coherence in experience.

Studies in language acquisition have demonstrated repeatedly that language is learned in the attempt to understand and communicate meaning, that is, when real language is used for real purposes in natural contexts, by someone, for someone, and about something. Learners do not isolate one aspect of language and drill on it until it is thought to be mastered; rather, they use all the systems of language (linguistic and pragmatic) to create meaning. Language processing, in other words, is largely a matter of whole-to-part. Moreover, the abilities of listening, reading, speaking and writing are not learned in isolation from each other. Growth in any one area has been found to reinforce and promote growth in the other areas.

## **PEDAGOGICAL APPROACH**

The pedagogical approach adopted by the program is derived from its theoretical assumptions, and is outlined below:

### ***Learning in context***

In order for effective learning to take place, the classroom should provide students with opportunities to use language in contexts that reflect or simulate the real communication contexts that learners do and will encounter in their lives. These contexts must be meaningful to the learners and relevant to their needs; they must be varied, in order to reflect the variety of communication contexts that exist in their private, public, social, business and academic lives; and they must be sufficiently challenging to motivate learners to reach for increasingly sophisticated linguistic tools and to permit their competence as language users to develop.

The *S.E.A.L.* program provides students with varied opportunities and meaningful contexts for language use in listening, reading, speaking and writing. Students read instruction manuals, write personal letters, listen to news reports, participate in conversations and discussions, watch films and documentaries, read novels, write research papers, give oral presentations, etc. These tasks have been derived directly from the needs analysis and have been sequenced in the program to reflect increasing levels of complexity and sophistication.

### ***Whole-to-part approach***

Learners should be presented with and encouraged to compose whole texts. Focus on discrete skills, when necessary, should occur within the context of real language use where learners can perceive the relevance of the skill to the meaning that they wish to convey.

The program observes this principle by organizing specific objectives around whole pieces of discourse. A table of "Elements of English Usage" has been included in the document but not integrated into the objectives *per se*. The level indications for the various elements have been assigned on the basis of the usage requirements demanded by the specific type of discourse. In this way, learners practice skills in contexts in which these skills are perceived to be meaningful and relevant to their communicative purposes.

### ***Integration of skills***

The four skills of listening, reading, speaking and writing should not be isolated and treated as discrete entities to be taught independently of one another. In actual classroom practice, the skills should be integrated to reflect real language use in natural contexts and to promote language growth in all four areas through mutual reinforcement.

The adult program facilitates the integration of skills through its thematic and functional selection and organization of content at each level. Suggestions for activities that promote the integration of skills are provided in the introduction to the section entitled “Program Objectives by Level”.

### ***Role of teacher***

Both principles of adult learning and the theories of language learning upon which this program is based support the view of the teacher as a facilitator rather than an active dispenser of information. The teacher’s role in implementing this program is to create a rich literate and supportive environment and a variety of structured activities that nurture the learners’ innate competence and provide them with opportunities to direct their own learning. By encouraging self-initiated activities and projects outside the classroom, teachers can promote the learners’ sense of autonomy and responsibility for their own learning.

### ***Approach to feedback***

The teacher should not be the sole provider of feedback, nor should feedback be restricted to error correction, form or style. Since language use is primarily concerned with the exchange of meaning, feedback should be provided by peers as well as teachers and should respond to the content or meaning of the message. Such a focus does not undermine the importance of form. It is simply a recognition that speakers or writers are most effectively motivated to change their habits when they perceive a disparity between their intentions and their audience’s understanding of what they are trying to say.

This approach to feedback is adopted in the program indicators. In speaking, students are encouraged to “respond to verbal and non-verbal feedback” and to “accommodate the responses of others in confirming or reshaping their expression.” In writing, they are encouraged to “enlist the help of peers and others in giving valuable response to first drafts and advice on revising.”

## **RELATIONSHIP WITH THE SECONDARY ENGLISH LANGUAGE ARTS PROGRAM (REGULAR SECTOR)**

In its theoretical foundations, approach, aims and objectives, the *Secondary English for Adult Learners* program is consistent with its counterpart in the regular sector. Both programs emphasize the importance of language in the formulation and communication of ideas and advocate active participation by learners in a variety of natural, purposeful and meaningful communication contexts. The content of the adult program has been selected to respond to the needs, interests and goals of the clientele it is intended to serve, and the organization of the objectives has been adapted to the particular teaching/learning context of adult education in the province of Québec.

# ORGANIZATION OF THE PROGRAM

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The *Secondary English for Adult Learners* program is organized hierarchically from the general to the specific: from global aims to general objectives, to specific objectives, to related content, to indicators. The global aims anticipate ideal and long-range outcomes and are stated in terms of what the program will do. The general objectives indicate the expected outcomes over a given period of time and are stated in terms of what the student will do. The specific objectives indicate behaviors which together foster attainment of the general objectives and are level-specific. Related content is derived directly from the specific objectives. A set of indicators for each specific objective describes the expected performance in detail and provides a means for assessing the attainment of the objective.

A table of “Elements of English Usage” has also been provided. It consists of a list of items which should be mastered by the end of Secondary V and indicates, for each item, the level(s) where focus would be most appropriate.

## **GLOBAL AIMS**

The global aims of the regular sector program have been retained in the adult program. The first two aims are derived from the two conceptions of the uses to which language is put: as a means of communicating with others and as a means of formulating thought. The last two aims are based on the principle that students must attach value to outcomes if effective learning is to take place.

1. The program will foster effective participation by adult learners in the communication process.
2. The program will lead adult learners to use language effectively in formulating their ideas.
3. The program will lead adult learners to value the ability to participate effectively in the communication process.
4. The program will lead adult learners to value the ability to use language effectively in formulating their ideas.

# GENERAL OBJECTIVES

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The general objectives are organized into the four major categories of language ability:

- I. Oral Comprehension (Listening):  
The ability to understand oral discourse.
- II. Written Comprehension (Reading):  
The ability to understand written discourse.
- III. Oral Expression (Speaking):  
The ability to compose oral discourse.
- IV. Written Expression (Writing):  
The ability to compose written discourse.

These ability categories have been crossed with the four major categories of language function, derived from Britton's (1975) analysis:

- I. Transactional-Informative:  
Language intended to obtain and impart factual information: recording, reporting, narrating, describing, generalizing, speculating, hypothesizing, etc.
- II. Transactional-Conative:  
Language intended to get things done, to influence action, behavior or opinion: instructing, explaining, persuading, requesting, etc.
- III. Expressive:  
Language intended to reveal the self in a shared context.
- IV. Poetic:  
Language intended for aesthetic appreciation, as an art medium, composed in order to please or satisfy the writer/speaker and to evoke satisfaction in the reader/listener.

Crossing the four ability categories with the four function categories results in sixteen general objectives, which are displayed in the following table:

## GENERAL OBJECTIVES

	<b>COMPREHENSION</b>	<b>EXPRESSION</b>
<b>O R A L</b>	<p>The student will demonstrate an ability to understand oral discourse</p> <ol style="list-style-type: none"> <li>1. intended to inform</li> <li>2. intended to influence action, behavior or opinion</li> <li>3. intended to reveal the self</li> <li>4. intended for aesthetic appreciation</li> </ol>	<p>The student will demonstrate an ability to compose oral discourse</p> <ol style="list-style-type: none"> <li>9. intended to obtain or impart factual information</li> <li>10. intended to influence action, behavior or opinion</li> <li>11. intended to reveal the self</li> <li>12. intended for aesthetic appreciation</li> </ol>
<b>W R I T T E N</b>	<p>The student will demonstrate an ability to understand written discourse</p> <ol style="list-style-type: none"> <li>5. intended to inform</li> <li>6. intended to influence action, behavior or opinion</li> <li>7. intended to reveal the self</li> <li>8. intended for aesthetic appreciation</li> </ol>	<p>The student will demonstrate an ability to compose written discourse</p> <ol style="list-style-type: none"> <li>13. intended to obtain or impart factual information</li> <li>14. intended to influence action, behavior or opinion</li> <li>15. intended to reveal the self</li> <li>16. intended for aesthetic appreciation</li> </ol>

# SPECIFIC OBJECTIVES

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The specific objectives are prescriptive and together foster attainment of the general objective. While the general objectives may be repeated in different levels, the specific objectives are unique and level-specific. The following table lists the sixteen general objectives and shows how and at what levels in the program they are realized through the specific objectives.

## ORAL COMPREHENSION OBJECTIVES

- |                 |  |
|-----------------|--|
| <b>GENERAL</b>  | 1. The student will demonstrate an ability to understand oral discourse intended to inform:  |
| <b>SPECIFIC</b> | a) by listening to and understanding television and radio news reports (ENG 2062-3);<br>b) by listening to and understanding documentaries (ENG 3061-3);<br>c) by listening to and understanding interviews (ENG 4062-3);<br>d) by listening to and understanding lectures (ENG 5062-3). |
| <b>GENERAL</b>  | 2. The student will demonstrate an ability to understand oral discourse intended to influence action, behavior or opinion:   |
| <b>SPECIFIC</b> | a) by listening to and understanding oral messages and instructions (ENG 1061-3);<br>b) by listening to and understanding commentaries (ENG 3062-3).   |
| <b>GENERAL</b>  | 3. The student will demonstrate an ability to understand oral discourse intended to reveal the self:   |
| <b>SPECIFIC</b> | a) by listening to and understanding expressive conversations (ENG 1062-3).  |
| <b>GENERAL</b>  | 4. The student will demonstrate an ability to understand oral discourse intended for aesthetic appreciation:   |
| <b>SPECIFIC</b> | a) by listening to and understanding songs and poems (ENG 1062-3);<br>b) by listening to/viewing and understanding radio and television programs (ENG 2061-3);<br>c) by viewing and understanding movies (ENG 4061-3);<br>d) by viewing and understanding plays (ENG 5061-3).            |

## WRITTEN COMPREHENSION OBJECTIVES

- |                 |  |
|-----------------|--|
| <b>GENERAL</b>  | 5. The student will demonstrate an ability to understand written discourse intended to inform:   |
| <b>SPECIFIC</b> | a) by reading and understanding newspaper reports (ENG 2062-3);<br>b) by reading and understanding entertainment reviews (ENG 4061-3); |

- c) by reading and understanding newspaper and magazine articles (ENG 3061-3);
- d) by reading and understanding job-related literature (ENG 4062-3);
- e) by reading and understanding academic material (ENG 5062-3).

**GENERAL** 6. The student will demonstrate an ability to understand written discourse intended to influence action, behavior or opinion:

- SPECIFIC**
- a) by reading and understanding instruction manuals (ENG 1061-3);
  - b) by reading and understanding persuasive texts (ENG 3062-3);
  - c) by reading and understanding employment advertisements (ENG 4062-3).

**GENERAL** 7. The student will demonstrate an ability to understand written discourse intended to reveal the self:

- SPECIFIC**
- a) by reading and understanding diaries, journals or informal expressive essays (ENG 1062-3).

**GENERAL** 8. The student will demonstrate an ability to understand written discourse intended for aesthetic appreciation:

- SPECIFIC**
- a) by reading and understanding poems (ENG 1062-3);
  - b) by reading and understanding short stories and one-act plays (ENG 2061-3);
  - c) by reading and understanding novellas (ENG 4061-3);
  - d) by reading and understanding biographies (ENG 4062-3);
  - e) by reading and understanding novels (ENG 5061-3).

## **ORAL EXPRESSION OBJECTIVES**

**GENERAL** 9. The student will demonstrate an ability to compose oral discourse intended to obtain or impart factual information:

- SPECIFIC**
- a) by participating in conversations in order to report events (ENG 2062-3);
  - b) by participating in discussions in order to exchange ideas (ENG 4061-3);
  - c) by participating in discussions in order to exchange information (ENG 3061-3);
  - d) by participating in interviews and social speaking situations (ENG 4062-3);
  - e) by participating in discussions about a play or novel (ENG 5061-3);
  - f) by giving an oral presentation (ENG 5062-3).

- GENERAL** 10. The student will demonstrate an ability to compose oral discourse intended to influence action, behavior or opinion:
- SPECIFIC** a) by explaining a process orally (ENG 1061-3);  
 b) by formulating and giving messages orally (ENG 1061-3);  
 c) by participating in discussions in order to reach a consensus (ENG 3062-3).
- GENERAL** 11. The student will demonstrate an ability to compose oral discourse intended to reveal the self:
- SPECIFIC** a) by participating in conversations to reinforce personal relationships (ENG 1062-3).
- GENERAL** 12. The student will demonstrate an ability to compose oral discourse intended for aesthetic appreciation:
- SPECIFIC** a) by recounting stories (ENG 2061-3);  
 b) by participating in a dramatization (optional) (ENG 5061-3).

## **WRITTEN EXPRESSION OBJECTIVES**

- GENERAL** 13. The student will demonstrate an ability to compose oral discourse intended to obtain or impart factual information:
- SPECIFIC** a) by writing factual summaries (ENG 2062-3);  
 b) by writing book and movie reviews (ENG 4061-3);  
 c) by writing informative texts (ENG 3061-3);  
 d) by writing résumés and letters of application for employment (ENG 4062-3);  
 e) by writing a critical analysis of a play or novel (ENG 5061-3);  
 f) by writing a research paper (ENG 5062-3).
- GENERAL** 14. The student will demonstrate an ability to compose written discourse intended to influence action, behavior or opinion:
- SPECIFIC** a) by writing instructions and directions (ENG 1061-3);  
 b) by writing letters of opinion and complaint (ENG 3062-3).
- GENERAL** 15. The student will demonstrate an ability to compose written discourse intended to reveal the self:
- SPECIFIC** a) by writing occasional letters and personal letters (ENG 1062-3).
- GENERAL** 16. The student will demonstrate an ability to compose written discourse intended for aesthetic appreciation:
- SPECIFIC** a) by engaging in creative writing (ENG 2061-3).

It will be noted that the general objectives are not equally weighted. This is intentional and results from a consideration of program aims and adult learners' needs. For example, the poetic function of language receives greater attention in the comprehension objectives than in the expression objectives. This is because, while we aim to foster a love for literature in all

learners, we do not expect all of them to become literary artists (although any such inclinations or talents should certainly be encouraged when they occur). The transactional-informative function also receives considerable weighting, partly as a result of the needs analysis, but also simply because it is a much broader category in itself, subsuming a range of sub-categories which include records, reports, narratives, descriptions, generalizations and theories.

It should be noted that discourses have been assigned to a function-category on the basis of the *predominant* focus or orientation. Any piece of discourse, in fact, usually has more than one function: a letter of opinion will probably present some factual information although its primary aim is to persuade, while interviews and letters of application are more explicitly informative and indirectly conative; discussions, particularly among a group of peers, frequently move back and forth from transactional to expressive. No piece of discourse, in other words, is “pure,” nor is it the intention of this program to present it as such, to teachers or learners. However, most coherent discourse has a general unifying focus which is useful for classification purposes, provided it is interpreted as such and not as a straitjacket into which living discourse must be rigidly fitted.

## **RELATED CONTENT**

Related content for each specific objective is expressed in terms of “experiences” with discourse-types in listening/viewing, reading, speaking, and writing. The following chart displays the distribution of the content by level and language ability.

## RELATED CONTENT

	ENG	LISTENING EXPERIENCES	READING EXPERIENCES	SPEAKING EXPERIENCES	WRITING EXPERIENCES
<b>Sec. I</b>	<b>1061-3</b>	Oral messages and instructions	Instruction manuals	Explaining a process, and giving messages	Instructions and directions
	<b>1062-3</b>	Songs, poems, expressive conversations	Poems, diaries, journals or informal expressive essays	Expressive conversations to reinforce personal relationships	Occasional letters, personal letters
<b>Sec. II</b>	<b>2062-3</b>	News reports	Short newspaper reports	Conversations to report events	Factual summaries
	<b>2061-3</b>	TV/Radio episodes	Short stories, one-act plays	Storytelling	Creative writing
<b>Sec. III</b>	<b>3062-3</b>	Commentaries	Persuasive texts: editorials, letters of opinion, persuasive articles	Discussions to reach a consensus	Letters of opinion, letters of complaint
	<b>3061-3</b>	Documentaries	Newspaper or magazine articles	Discussions to exchange information	Informative text
<b>Sec. IV</b>	<b>4061-3</b>	Movies	Novellas; entertainment reviews	Discussions to exchange ideas	Book, movie reviews
	<b>4062-3</b>	Interviews	Employment ads, contracts, job-related literature, biographies	Interviews, "social speaking"	Résumés, letters of application for employment
<b>Sec. V</b>	<b>5061-3</b>	Plays	Novels	Discussions or dramatization	Critical analyses
	<b>5062-3</b>	Lectures	Academic material	Oral presentations	Research papers

## **PROGRAM OBJECTIVES BY LEVEL**

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The following pages present the distribution of program objectives by level, along with the related content and a set of indicators for each specific objective.

The first page of each level summarizes the general and specific objectives and related content for that level. The following pages restate the specific objectives in full form and list the indicators for each objective.

It should be noted that specific objectives are described in terms of a “focus” on one of the language abilities (listening, reading, speaking, or writing). Although they state distinct objectives, this does not imply that the abilities should be treated chronologically as discrete skills in actual classroom practice. Because the program is based on a whole language approach, students should be moving freely back and forth in a variety of listening, reading, speaking and writing activities. The specific objectives have been grouped together thematically to facilitate their integration. In ENG 3062-3, for example, students might listen to an oral commentary (Objective 2b) and read an editorial (Objective 6b) which express different points of view on the same issue. They might then write a letter of opinion (Objective 14b) in reaction to their listening and reading experiences. This could then be followed by an exchange of letters in small groups (Objective 6b), and a discussion in reaction to the letters (Objective 10c). This example illustrates only one of many possible ways in which interesting and motivating activities can be developed to meet program objectives.

**Secondary I  
ENG 1061-3**

**GENERAL OBJECTIVE**

**The student will demonstrate an ability to understand and compose oral and written discourse intended to influence action.**

<b>FOCUS</b>	<b>SPECIFIC OBJECTIVES</b>	<b>RELATED CONTENT</b>
<b>Listening</b>	by listening to and understanding oral messages and instructions	listening experiences: messages instructions
<b>Reading</b>	by reading and understanding instruction manuals	reading experiences: instruction manuals
<b>Speaking</b>	by explaining a process orally and by formulating and giving messages orally	oral language experiences: explaining processes giving messages
<b>Writing</b>	by writing instructions and directions	writing experiences: instructions directions

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## FOCUS ON LISTENING

### **Specific Objective:**

The student will listen to and understand oral messages and instructions.

### **Indicators:**

The student who listens to and understands oral messages and instructions...

- establishes a purpose for listening: e.g., to be able to repeat the message; to be able to follow a set of instructions;
- understands explicit message or instructions;
- understands the speaker's purpose;
- finds the organizational structure in the spoken discourse;
- remembers sequences of words and ideas;
- remembers significant details accurately;
- follows oral instructions;
- paraphrases accurately;
- distinguishes between relevant and irrelevant information;
- uses context clues to find meaning;
- understands the speaker's use of tone, inflection, pace, and volume;
- evaluates the discourse for clarity and effectiveness.

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## FOCUS ON READING

### **Specific Objective:**

The student will read and understand instruction manuals.

### **Indicators:**

The student who reads and understands instruction manuals...

- establishes a purpose for reading: e.g., to be able to follow the instructions;
- identifies the writer's purpose;
- identifies the procedure being described;
- identifies specific details;
- identifies the organizational pattern used by the writer (cue words, key words...);
- distinguishes between relevant and irrelevant information;
- uses illustration clues to find meaning;
- uses context clues to find meaning;
- evaluates the instructions for clarity and effectiveness.

---

## FOCUS ON SPEAKING

### Specific Objective:

The student will explain a process orally and will formulate and give messages orally.

### Indicators:

The student who explains a process orally...

- establishes a purpose for the explanation: e.g., to familiarize the audience with the process, or to prepare the audience to make/do what is being explained;
- chooses a process that s/he knows well and that the audience is interested in;
- thinks the process through carefully;
- lists the steps involved in the process;
- lists all necessary ingredients/elements;
- groups the major steps in the process into specific areas to organize them and to emphasize order:
  - by ordering all small steps involving ingredients/elements
  - by ordering the major steps and supporting details;
- writes out the explanation, using an opening sentence which incorporates the major steps of the process;
- uses language with the degree of precision required for the explanation;
- rehearses the presentation with peers or others;
- revises the presentation for clarity, coherence, and precision of language, using available feedback;
- presents the explanation;
- speaks clearly and audibly;
- uses appropriate gestures and facial expressions;
- assumes an individual voice;
- answers questions from the audience courteously and knowledgeably;
- accommodates the responses of others in confirming or reshaping her/his own ideas;
- evaluates the effectiveness of her/his presentation, using audience feedback;
- values the importance of speaking skills.

### Indicators:

The student who formulates and gives messages orally...

- considers the audience and the purpose of the message;
- determines the kinds of information needed: who, what, when, where and why;
- chooses the specific facts/information to be included in the message;
- chooses the appropriate forms for the message by considering such criteria as length, precision, formality;
- organizes the necessary information in the chosen form;
- speaks audibly, clearly and fluently;
- uses a variety of devices to convey information effectively: paraphrasing or repeating essential information, using transition words or phrases to indicate sequence;

- rehearses the message with peers or others;
- revises the message for clarity, fluency, degree of precision, and appropriateness to audience;
- assumes an individual voice;
- evaluates the effectiveness of his/her delivery, using audience feedback;
- values the importance of speaking skills.

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## FOCUS ON WRITING

### **Specific Objective:**

The student will write instructions and directions.

### **Indicators:**

The student who writes instructions and directions...

- establishes a purpose for writing;
- has a thorough knowledge of the information to be given;
- considers the needs of the audience, especially their degree of familiarity with the information to be given;
- adopts a style and diction that are clear and accessible to the audience;
- provides a frame of reference for the information, if necessary;
- organizes the material into a step-by-step sequence, using the right order of procedure;
- makes each step clear and complete;
- sets out each step on a new line; numbers each step, if needed; and uses a command verb for each step;
- uses simple illustrations, if appropriate or necessary;
- enlists the help of peers and others in giving valuable response to first drafts and advice on revising;
- revises the instructions/directions;
- edits for conformity with the conventions of spelling, punctuation and usage.

**Secondary I  
ENG 1062-3**

**GENERAL OBJECTIVE**

**The student will demonstrate an ability to understand oral and written discourse intended to reveal the self and to evoke aesthetic appreciation, and to compose oral and written discourse intended to reveal the self.**

<b>FOCUS</b>	<b>SPECIFIC OBJECTIVES</b>	<b>RELATED CONTENT</b>
<b>Listening</b>	by listening to and understanding songs, poems and expressive conversations	listening experiences: songs and poems expressive conversations
<b>Reading</b>	by reading and understanding poems, diaries, journals, informal expressive essays	reading experiences: poems diaries and journals expressive essays
<b>Speaking</b>	by participating in conversations to reinforce personal relationships	oral language experiences: personal conversations
<b>Writing</b>	by writing occasional letters and personal letters	writing experiences: occasional letters personal letters

---

## FOCUS ON LISTENING

### Specific Objective:

The student will listen to and understand songs, poems, and expressive conversations.

### Indicators:

The student who listens to and understands songs and poems...

- establishes a purpose for listening: e.g., to appreciate, to apprehend aesthetically;
- follows a process of responding to songs and poetry:
  - by engaging in active predicting and questioning
  - by reflecting on the song or poem as it is being heard
  - by sharing her/his responses with others
  - by listening again to the song or poem to confirm or modify her/his response;
- responds to the formal aspects of the discourse:
  - figures of speech (simile, metaphor, personification)
  - devices such as alliteration, assonance, onomatopoeia
  - rhythm and rhyme;
- finds the organizational structure;
- recognizes and responds to the tone of the discourse and how it is conveyed through denotation and connotation of words;
- responds to the poetic function of language: i.e., language used as an art medium to create formal patterns of words;
- appreciates the aesthetic richness of the material and the manner of delivery;
- responds with intellectual and emotional participation;
- responds in an individual way;
- makes aesthetic judgments about what has been heard;
- accommodates the responses of others in confirming or reshaping her/his own responses.

### Indicators:

The student who listens to and understands expressive conversations...

- follows a process of responding appropriate to the occasion:
  - by reflecting on the speaker's words as they are being heard
  - by responding to the speaker's personality as it is revealed by her/his words
  - by respecting the personal views being presented
  - by sharing her/his own responses with others
  - by accommodating the responses of others in reshaping her/his response;
- responds to the expressive function of language used to reveal the speaker's character and personality;
- understands the speaker's purpose;
- expresses attention and interest;
- detects mood and emotion through the speaker's choice of words;
- detects mood and emotion through the pitch and stress of the speaker's voice, and through her/his body language;
- appreciates the richness and authenticity of the material being presented;
- acts in a socially appropriate manner.

---

## FOCUS ON READING

### **Specific Objective:**

The student will read and understand poems, diaries, journals and informal expressive essays.

### **Indicators:**

The student who reads and understands poems...

- follows a process of responding to poetry:
  - by engaging in an initial response to the poem while reading
  - by reflecting on the poem after reading
  - by sharing her/his responses with others
  - by returning to the poem to confirm or modify her/his responses;
- responds to the formal aspects of the poem:
  - figures of speech (simile, metaphor, personification)
  - devices such as alliteration, assonance, onomatopoeia, irony
  - rhythm and rhyme;
- recognizes and responds to the tone of the poem and how it is conveyed through diction, allusion;
- responds to imagery and recognizes its function;
- recognizes the style of the poem;
- reads various kinds of poems (ballads, lyrics, narratives...);
- responds to a given poem in an individual way;
- does further self-initiated reading of poetry.

### **Indicators:**

The student who reads and understands diaries, journals or informal expressive essays...

- follows a process of responding appropriate to the material:
  - by engaging in an initial response
  - by reflecting on the material while reading
  - by sharing her/his responses with others
  - by accommodating the responses of others in reshaping her/his own response;
- understands the author's purpose;
- responds to the expressive function of language as it is used to reveal the writer's personality and character;
- responds to the strategies used by the writer to reveal her/his thoughts, emotions, deepest beliefs (e.g., vivid imagery and figurative language; authentic voice; arrangement...);
- appreciates the richness and authenticity of the material being read;
- understands that writing can be used to explore one's emotions, beliefs and thoughts.

---

## FOCUS ON SPEAKING

### **Specific Objective:**

The student will participate in conversations to reinforce personal relationships.

### **Indicators:**

The student who participates in conversations to reinforce personal relationships...

- initiates conversation in order to share experiences, feelings, ideas, and opinions on a range of topics;
- shows tact in choosing conversational topics and in asking conversational questions;
- uses language appropriate to the situation, and with the degree of precision required by the context;
- speaks with openness and sensitivity;
- uses a variety of techniques to encourage and maintain talk, e.g., interjections such as “Go on,” or “Tell me more”. . . ;
- uses eye contact as a means of achieving and maintaining rapport;
- assumes an individual voice in conversation;
- responds to verbal and non-verbal feedback;
- accommodates the responses of others in confirming or reshaping her/his own expression;
- recognizes this form of communication as a means of self-expression and self-discovery;
- values the importance of communication aimed primarily at socializing.

---

## FOCUS ON WRITING

### **Specific Objective:**

The student will write occasional letters and personal letters.

### **Indicators:**

The student who writes occasional letters (congratulations, thanks, invitation, etc)...

- establishes the purpose of the letter;
- includes all pertinent information;
- organizes the content effectively;
- uses a style that is appropriate to the purpose, audience and occasion;
- uses appropriate diction to establish the desired tone;
- uses a format appropriate to the audience and occasion;
- uses writing to establish and maintain social relationships.

### **Indicators:**

The student who writes personal letters...

- chooses content of interest to both writer and reader;
- uses a style that is personal and conversational in tone;
- uses diction appropriate to both audience and purpose;
- uses writing to maintain personal relationships;
- values writing as a means of self-expression and growth.

**Secondary II  
ENG 2062-3**

**GENERAL OBJECTIVE**

**The student will demonstrate an ability to understand and compose oral and written discourse intended to obtain or impart information.**

<b>FOCUS</b>	<b>SPECIFIC OBJECTIVES</b>	<b>RELATED CONTENT</b>
<b>Listening</b>	by listening to and understanding radio and television news reports	listening experiences: radio and television news reports
<b>Reading</b>	by reading and understanding newspaper reports	reading experiences: newspaper reports
<b>Speaking</b>	by participating in conversations in order to report events	oral language experiences: conversations to report events
<b>Writing</b>	by writing factual summaries and letters requesting information	writing experiences: factual summaries letters requesting information

---

## FOCUS ON LISTENING

### Specific Objective:

The student will listen to and understand radio and television news reports.

### Indicators:

The student who listens to and understands radio and television news reports...

- establishes a purpose for listening;
- recognizes the purpose of the news report;
- understands the explicit message;
- understands main points and supporting details;
- understands the implicit message (one communicated by the pacing of ideas and timing of pauses);
- uses context clues to aid meaning;
- understands the organization of the report;
- identifies the source of the materials used in the report: e.g., facts, experiential data, hypotheses;
- responds to the informative function of language: i.e., language used to inform, explain, generalize, or speculate;
- recognizes the use of persuasive language (loaded diction, slanting);
- recognizes bias;
- questions the reliability of what is reported;
- evaluates the qualifications of the speaker;
- evaluates the report by criteria appropriate to the field.

---

## FOCUS ON READING

### Specific Objective:

The student will read and understand newspaper reports.

### Indicators:

The student who reads and understands newspaper reports...

- establishes a purpose for reading;
- recognizes the writer's purpose: to inform, entertain, instruct, criticize;
- recognizes the writer's point of view;
- understands the main idea(s) of the report;
- selects specific details (who, what, where, when, why);
- understands the source of the materials used in the report: facts, experiential data, hypotheses;
- recognizes and evaluates the techniques used by the writer to achieve his/her purpose;
- recognizes the use of persuasive language (loaded diction, slanting);
- recognizes bias;
- recognizes causal relations;
- makes inferences beyond given data;
- evaluates the report by criteria appropriate to the field.

---

## FOCUS ON SPEAKING

### **Specific Objective:**

The student will participate in conversations in order to report events.

### **Indicators:**

The student who participates in conversations in order to report events...

- establishes a purpose for the conversation;
- selects a subject or event that is of interest to the audience;
- organizes the material in a coherent manner;
- adjusts the material to suit the needs of the audience;
- uses language that is appropriate to the situation;
- uses language with the degree of precision required by the context;
- uses techniques to encourage and maintain talk:
  - by paraphrasing
  - by asking questions
  - by using expressions such as “Tell me more about \_\_\_\_\_”;
- uses a variety of devices to achieve the purpose effectively:
  - by including smooth transitions
  - by repeating important ideas or points
  - by using appropriate gestures and intonation;
- uses eye contact as a means of achieving and maintaining rapport with the audience;
- responds to verbal and non-verbal feedback;
- assumes an individual voice in conversation;
- accommodates the responses of others in confirming or reshaping her/his own ideas;
- evaluates her/his participation in the conversation;
- values the social importance of conversation and exchange of views.

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## FOCUS ON WRITING

### **Specific Objectives:**

The student will write factual summaries and letters requesting information.

### **Indicators:**

The student who writes factual summaries...

- establishes a purpose for writing;
- identifies the audience;
- identifies the material being summarized;
- identifies the important idea(s) of the material;
- identifies essential details;
- omits irrelevant details;
- considers the needs of the audience;
- presents the ideas and the details in the right order;
- organizes the information coherently;
- reports the information concisely and accurately;
- expresses the author's ideas in his/her own words, if paraphrase is requested;
- writes the summary in a specified number of words, if requested;
- makes the summary of sufficient length to serve the purpose of the task;
- seeks the help of peers and other readers in giving valuable response to first drafts and advice on revising;
- revises the summary;
- edits for conformity with the conventions of spelling, punctuation and usage.

**Secondary II  
ENG 2061-3**

**GENERAL OBJECTIVE**

**The student will demonstrate an ability to understand and compose oral and written discourse intended to evoke aesthetic appreciation.**

<b>FOCUS</b>	<b>SPECIFIC OBJECTIVES</b>	<b>RELATED CONTENT</b>
<b>Listening</b>	by listening to/viewing and understanding radio or television programs	listening/viewing experiences: television and radio programs
<b>Reading</b>	by reading and understanding short stories and one-act plays	reading experiences: short stories
<b>Speaking</b>	by recounting stories	oral language experiences: storytelling
<b>Writing</b>	by engaging in creative writing	writing experiences: narratives descriptions character sketches poems

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## FOCUS ON LISTENING

### Specific Objective:

The student will listen to and understand TV/radio programs.

### Indicators:

The student who listens to and understands TV/radio programs...

- establishes a purpose for listening/viewing;
- follows a process of responding appropriate to TV/radio programs:
  - by engaging in active prediction and questioning to increase comprehension
  - by reflecting on the program as it is being viewed/heard
  - by anticipating the content of the episode
  - by recording or noting her/his responses
  - by sharing her/his responses with others to confirm or modify them;
- understands the literal content of the program;
- interprets the content;
- responds to the poetic function of language: i.e., language used to construct formal patterns of words and meaning;
- follows the sequence of plot development;
- identifies and evaluates devices used to achieve effects: e.g., humor, suspense, contrast, irony, pathos;
- recognizes and responds to the atmosphere or dominant mood;
- responds to the elements of the medium (TV, radio) that influence interpretation and convey meaning: e.g.,
  - camera work: focus, distance, movement...
  - lighting: soft, bright, hard, natural...
  - color: black and white, color, sepia...
  - movement: fast, slow, special-mood effect...
  - editing: fast or slow cuts, fades...
  - sound: music, background noise...
  - characterization: through speech, action, perceptions of others, dress...
  - plot: simple, complex, realistic, fantastic...
  - setting: exotic, familiar...;
- appreciates the aesthetic quality of the program;
- responds with intellectual and emotional participation;
- responds in an individual way;
- makes aesthetic judgments about the experience;
- accommodates the responses of others in confirming or reshaping her/his own responses;
- evaluates the effectiveness and significance of the program.

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## FOCUS ON READING

### Specific Objective:

The student will read and understand short stories and one-act plays.

### Indicators:

The student who reads and understands short stories ...

- follows a process of responding appropriate to the short story:
  - by reflecting on the story while reading
  - by recording or noting her/his responses to the story while reading
  - by asking her/himself questions about the text
  - by sharing her/his responses with others
  - by returning to the text to develop meaning more fully;
- identifies the setting (time, place) and evaluates its use;
- follows the plot structure, from preliminary situation to dénouement;
- identifies the central character(s);
- identifies the methods of characterization the author uses;
- understands the motivation of the characters;
- understands the central conflict and its resolution;
- evaluates the devices used to achieve effects: humor, suspense, contrast, pathos, irony;
- recognizes the atmosphere or dominant mood the story inspires in the reader;
- recognizes the style of the story (the manner of telling) and its relation to the theme;
- interrelates these elements to produce an understanding of the story;
- responds to the story in an individual way;
- accommodates the responses of others in confirming or reshaping his/her own responses;
- does further self-initiated reading of short stories.

### Indicators:

The student who reads and understands one-act plays...

- recognizes the type and medium of the discourse
- responds to the poetic function of language
- follows a process of responding appropriate to one-act plays:
  - by reflecting on the play while reading
  - by recording or noting her/his responses to the play while reading
  - by asking her/himself questions about the text
  - by sharing her/his responses with others
  - by returning to the text to develop meaning more fully;
- identifies the setting (time, place) and evaluates its use;
- identifies the major and minor characters;
- understands the motivation of the characters;
- follows the plot structure;
- understands the general structure of one-act plays;
- understands the specific pattern of the genre being read,

- e.g., tragedy, comedy, romance;
- understands basic theatre and stage conventions;
- responds to the play in an individual way;
- accommodates the responses of others in confirming or reshaping his/her own responses;
- does further self-initiated reading of one-act plays;
- recognizes the tone and register of the discourse.

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## FOCUS ON SPEAKING

### **Specific Objective:**

The student will recount stories, real or fictitious.

### **Indicators:**

The student who recounts stories...

- establishes a purpose for storytelling: e.g., to entertain the audience, to stimulate thought and emotion . . . ;
- chooses a story whose subject, length, and level of difficulty are appropriate to the occasion;
- chooses a story that is important to the teller and of potential interest to the audience;
- shapes the story to meet the needs of the audience;
- organizes the events of the story so that it is intelligible to the audience:
  - by indicating setting (time, place)
  - by establishing a time-order sequence or another such pattern
  - by using transition words to indicate changes in time and place
  - by unifying the elements into a whole;
- uses language with the degree of precision required by the context;
- uses a variety of techniques to bring the story to life for the audience:
  - by using voice inflections and pauses
  - by modulating pitch and intonation to create desired effects
  - by using imagery, rhyme, and repetition
  - by using appropriate gestures and facial expressions;
- responds to verbal and non-verbal feedback;
- assumes an individual voice and style;
- invites group participation, if appropriate;
- invites group feedback;
- evaluates her/his presentation, using available feedback;
- values the importance of storytelling.

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## FOCUS ON WRITING

### **Specific Objective:**

The student will express himself or herself through a mode of creative writing (narrative, description, character sketch, or poetry).

### **Indicators:**

The student who writes narratives...

- presents a sequence of events in time;
- uses a structure and point of view to give coherence to the events;
- highlights a significant episode or several episodes;
- provides a context for the events, including background details of the characters, setting, era....
- expands or elaborates the account through specific details that tell the reader:
  - what the story is about
  - what happens
  - why
  - when
  - who is involved
  - where it takes place;
- integrates the various elements of the story to produce a desired effect on the audience;
- seeks the help of peers and other readers in giving valuable response to first drafts and advice on revising;
- revises the narrative;
- edits for conformity with the conventions of spelling, punctuation and usage.

### **Indicators:**

The student who writes descriptions...

- arranges details, using an observable order (spatial, emphatic...);
- uses specific words which supply sensory details;
- orders the description to achieve a desired effect;
- uses a point of view (or observer stance) to achieve a desired effect;
- enlists the help of peers and other readers in giving valuable response to first drafts and advice on revising;
- revises the description;
- edits for conformity with the conventions of spelling, punctuation and usage.

### **Indicators:**

The student who writes character sketches...

- selects a person, real or imagined, in which s/he is interested or someone whom s/he has observed carefully;
- provides sufficient details about the person;
- uses words and phrases which help the reader to imagine what the character is like;
- takes a point of view in relation to the character (observer, participant...);

- provides a context in which the character is seen;
- enlists the help of peers and other readers in giving valuable response to first drafts and advice on revising;
- revises the sketch;
- edits for conformity with the conventions of spelling, punctuation and usage.

**Indicators:**

The student who writes poems...

- selects a life situation from his/her own experience or from someone s/he has observed, but one which involves some emotion such as pain, joy or love;
- presents this experience in rhymed or free verse;
- gives the phrases a musical form corresponding to the feeling expressed and the details presented;
- offers just enough detail to identify the context for the reader;
- tries to make the feeling genuine;
- chooses his/her words carefully and makes his/her expression brief and precise.

**Secondary III  
ENG 3062-3**

**GENERAL OBJECTIVE**

**The student will demonstrate an ability to understand and compose oral and written discourse intended to influence action, behavior or opinion.**

<b>FOCUS</b>	<b>SPECIFIC OBJECTIVES</b>	<b>RELATED CONTENT</b>
<b>Listening</b>	by listening to and understanding oral commentaries	listening/viewing experiences: oral commentaries
<b>Reading</b>	by reading and understanding persuasive texts	reading experiences: editorials letters of opinion persuasive articles
<b>Speaking</b>	by participating in discussions to reach a consensus	oral language experiences: discussions
<b>Writing</b>	by writing letters of opinion and complaint	writing experiences: letters of opinion letters of complaint

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## FOCUS ON LISTENING

### Specific Objective:

The student will listen to and understand oral commentaries.

### Indicators:

The student who listens to and understands oral commentaries...

- establishes a purpose for listening;
- identifies the purpose of the commentary;
- identifies the subject;
- understands the main points and supporting ideas;
- understands the relationship between ideas;
- identifies the method of organization: e.g.,
  - logical order
  - comparison/contrast
  - specific illustrations
  - combination of these;
- evaluates the effectiveness of the organizational method;
- responds to the conative function of language:  
i.e., language used to influence action, behavior, or opinion;
- evaluates the use of evidence, example, and authority;
- distinguishes fact from opinion, relevant from irrelevant information;
- detects and evaluates bias and prejudice;
- recognizes persuasive language (loaded diction, slanting);
- evaluates use of fallacies such as hasty generalizations, self-contradictions;
- responds to the elements of the medium (TV, radio) that influence interpretation and convey meaning: e.g.,
  - camera work: focus, distance, movement...
  - lighting: soft, bright, hard, natural...
  - color: black and white, color, sepia...
  - movement: fast, slow, special-mood effect...
  - editing: fast or slow cuts, fades...
  - sound: music, background noise...;
- questions what is said and the worth of the ideas;
- assesses the competence of the speaker on the subject;
- evaluates the commentary using criteria appropriate to the field;
- considers ways in which the speaker's ideas may be applied to a new situation.

---

## FOCUS ON READING

### **Specific Objective:**

The student will read and understand persuasive texts.

### **Indicators:**

The student who reads and understands persuasive texts (editorials, letters of opinion, persuasive articles)...

- establishes a purpose for reading;
- identifies the kind of argumentative discourse;
- identifies the author's purpose: to persuade, to stimulate to action or thought;
- identifies the subject of the discourse;
- identifies the method of organization: logical order, comparison/contrast, specific illustrations, analogy as a means of developing an argument, a combination of these;
- evaluates the effectiveness of the organizational method;
- identifies any propaganda devices used: distortion, selective omission, incomplete quotation, quoting out of context;
- discriminates fact from opinion;
- understands the meaning of figurative language;
- recognizes persuasive language (loaded diction, slanting);
- recognizes bias;
- evaluates the use of evidence, example, and authority;
- examines the appeals made to the reader's emotions and intellect;
- identifies and evaluates the use of devices such as narration or description, anecdote, contrast/comparison, analogy, definition;
- evaluates the use of inductive or deductive reasoning;
- assesses the competence of the writer on the subject;
- evaluates the discourse using criteria appropriate to the field.

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## FOCUS ON SPEAKING

### Specific Objective:

The student will participate in discussions in order to reach consensus.

### Indicators:

The student who participates in discussions in order to reach a consensus...

- establishes a purpose for the discussion;
- identifies the problem to be solved or issue to be discussed;
- follows a process of problem-solving, adjusted to suit the context:
  - by analyzing the nature of the problem
  
  - by collecting evidence to support the hypotheses
  - by evaluating the evidence
  
  - by evaluating the solutions
  - by selecting the one solution agreed to by the group
- uses her/his general knowledge and experience to further the purpose of the discussion; involves other members of the group:
  - by inviting contributions from them
  
  - by giving information or opinions
  - by evaluating evidence;exhibits appropriate social skills necessary to help the group reach consensus:
  - by expressing agreement or approval
- uses language clearly and concisely, and with the degree of precision required by the context;
- uses language persuasively: e.g., to present her/his own point of view, to use logical arguments to support this point of view, and to appeal to intellect and emotions;
- uses gestures effectively to support meaning;
- speaks clearly and audibly;
- responds to verbal and non-verbal feedback;
- evaluates her/his collaboration in the discussion;
- respects the variety of viewpoints from which consensus may arise;
- values the process of solving problems through discussion.

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## FOCUS ON WRITING

### **Specific Objective:**

The student will write letters of opinion and complaint.

### **Indicators:**

The student who writes letters of opinion...

- defines clearly the context in which the letter is being written: i.e., as response to an issue;
- considers the occasion, and the needs of the audience;
- expresses clearly a point of view or opinion;
- uses probe questions to lead to further clarification of the subject:
  - What information do I need?
  - What do my readers need to know in order to agree with my point of view?
  - What is my supporting material (examples, reasons, illustrations)?
  - Is it sufficient for my purpose?
  - What are the varying points of view on this subject?
- provides evidence to support the opinion, such as logical argument, personal experiences, analogies, appeals to authority;
- anticipates possible counter-arguments and answers them;
- documents sources accurately;
- organizes material in a coherent manner;
- uses a tone and diction appropriate to the purpose and audience;
- uses standard letter format;
- enlists the help of peers and other readers in giving valuable response to first drafts and advice on revising;
- revises the letter;
- edits for adherence to the conventions of spelling, punctuation and usage.

### **Indicators:**

The student who writes letters of complaint...

- makes a clear and concise statement of the problem or complaint;
- makes a clear statement of his/her purpose in writing the letter;
- provides documentation (if needed) to support the complaint;
- uses the appropriate strategies for getting the desired response (tone, diction...);
- suggests an acceptable solution;
- uses standard business letter format;
- enlists the help of peers and other readers in giving valuable response to first drafts and advice on revising;
- revises the letter;
- edits for conformity with the conventions of spelling, punctuation and usage.

**Secondary III  
ENG 3061-3**

**GENERAL OBJECTIVE**

**The student will demonstrate an ability to understand  
and compose oral and written discourse intended to inform.**

<b>FOCUS</b>	<b>SPECIFIC OBJECTIVES</b>	<b>RELATED CONTENT</b>
<b>Listening</b>	by listening to and understanding documentaries	listening/viewing experiences: documentaries
<b>Reading</b>	by reading and understanding	reading experiences: articles
<b>Speaking</b>	by participating in discussions to exchange information	oral language experiences: discussions
<b>Writing</b>	by writing informative texts	writing experiences: informative texts

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## FOCUS ON LISTENING

### Specific Objective:

The student will listen to and understand documentaries.

### Indicators:

The student who listens to and understands documentaries...

- establishes a purpose for listening/viewing;
- recognizes the purpose of the documentary;
- identifies the intended audience;
- responds to the informative function of language: i.e., language used to inform, explain, generalize, or speculate;
- identifies the main idea/topic of the documentary;
- identifies supporting details;
- understands main points and supporting details;
- identifies and follows the pattern of organization used: e.g.,
  - narrative framework
  - logical order
  - comparison/contrast
  - specific illustrations
  - analogy as a means of presenting information
  - combination of these;
- distinguishes well-supported statements from irrelevant ones;
- recognizes fallacies such as hidden assumptions, hearsay evidence, snap judgment;
- questions what is said and the worth of the ideas presented;
- makes inferences;
- responds to the elements of the medium (TV, radio) that influence interpretation and convey meaning: e.g.,
  - camera work: focus, distance, movement...
  - lighting: soft, bright, hard, natural...
  - color: black and white, color, sepia...
  - movement: fast, slow, special-mood effect...
  - editing: fast or slow cuts, fades...
  - sound: music, background noise...
  - characterization: through speech, action, perceptions of others, dress...
  - plot: simple, complex, realistic, fantastic...
  - setting: exotic, familiar...;
- evaluates the techniques of an information-oriented production:
  - clarity and precision of the presentation
  - tone of language
  - pace;
- recognizes and evaluates the techniques used to achieve the purpose;
- detects bias and prejudice;
- uses her/his own experiences and previous knowledge to evaluate the documentary;

- responds in an individual way;
- accommodates the responses of others in confirming or reshaping her/his own responses;
- evaluates the documentary using criteria appropriate to the field.

---

## FOCUS ON READING

### **Specific Objective:**

The student will read and understand newspaper and magazine articles.

### **Indicators:**

The student who reads and understands newspaper and magazine articles...

- establishes a purpose for reading;
- identifies the kind of article being read: personal experience, personal reminiscence, biographical essay, autobiographical essay, familiar essay, topical issue essay;
- identifies the subject or principal idea being presented;
- identifies the author's purpose: to inform, explain, entertain, influence, criticize;
- identifies and follows the pattern of organization of material;
- identifies author's tone and its effect on the reader;
- examines facts, events, and ideas by:
  - separating fact from fiction
  - discriminating relevant from irrelevant information;
- checks facts, events, and ideas by:
  - recognizing unstated assumptions
  - recognizing cause and effect
  - recognizing causal relations;
- judges the validity of facts, events, and ideas;
- evaluates the techniques used to achieve the purpose: use of anecdote, narrative, and dialogue; use of wit, humor, irony, and exaggeration;
- makes inferences from given data;
- draws conclusions;
- assesses the competence of the writer on the subject;
- evaluates the article using criteria appropriate to the field.

---

## FOCUS ON SPEAKING

### **Specific Objective:**

The student will participate in discussions to exchange information.

### **Indicators:**

The student who participates in discussions to exchange information...

- establishes a purpose for the discussion
- selects a subject appropriate to the occasion, purpose, and audience;
- selects an organizational pattern suited to the purpose and subject: e.g., chronological order, spatial order, cause and effect, logical development;
- develops main point(s) by a variety of devices: analogy, anecdote, examples, reasons, quotations;
- modifies the material to suit the occasion and the needs of the audience;
- uses language appropriate to the situation;
- uses language with the degree of precision required by the context;
- uses a variety of devices to convey information effectively: paraphrasing or repeating major points, defining important concepts, using transition words or phrases to indicate stages of development;
- involves other members of the group:
  - by inviting contributions from them
  - by responding to their suggestions
  - by asking questions
  - by giving information;
- responds to verbal and non-verbal feedback;
- assumes an individual voice in discussion;
- accommodates the responses of others in confirming or reshaping her/his own ideas, opinions, and points of view;
- evaluates her/his participation in the discussion;
- values the importance of discussion.

---

## FOCUS ON WRITING

### **Specific Objective:**

The student will write informative texts.

### **Indicators:**

The student who writes informative texts...

- decides on the facts/information to be included in the report;
- considers the audience and the purpose of the report;
- determines the kinds of information needed: who, what, when, where and why;
- does the necessary research to know the subject well;
- checks the accuracy of all information being used;
- documents sources reliably;
- selects an organizational pattern appropriate to the purpose of the report: e.g., main idea or summary first, most important details next, and least important details last;
- enlists the help of peers and other readers in giving valuable response to first drafts and advice on revising;
- revises the report;
- edits for conformity with the conventions of spelling, punctuation and usage.

**Secondary IV  
ENG 4061-3**

**GENERAL OBJECTIVE**

**The student will demonstrate an ability to understand oral and written discourse intended to evoke aesthetic appreciation and to inform, and to compose oral and written discourse intended to inform.**

<b>FOCUS</b>	<b>SPECIFIC OBJECTIVES</b>	<b>RELATED CONTENT</b>
<b>Listening</b>	by viewing and understanding movies	listening/viewing experiences: movies
<b>Reading</b>	by reading and understanding novellas and entertainment reviews	reading experiences: novellas entertainment reviews
<b>Speaking</b>	by participating in discussions to exchange ideas	oral language experiences: discussions
<b>Writing</b>	by writing book and movie reviews	writing experiences: book and movie reviews

---

## FOCUS ON LISTENING

### Specific Objective:

The student will view and understand movies.

### Indicators:

The student who views and understands movies...

- establishes a purpose for listening/viewing;
- follows a process of responding appropriate to movies:
  - by engaging in active predicting and questioning to increase comprehension
  - by reflecting on the movie as it is being viewed
  - by anticipating the content of the movie
  - by noting her/his responses
  - by sharing her/his responses with others to confirm or modify them;
- understands the who, what, where, when, why, and how of the story:
  - characters
  - plot
  - setting (time, place)
  - motivation, purpose
  - film techniques;
- understands and follows the structural organization: e.g., simple chronological order, complex arrangement of flashback;
- responds to the poetic function of language: i.e., language used to construct formal patterns of words and meaning;
- evaluates the devices used to achieve effects such as surprise, suspense, pathos;
- responds to the elements of the medium (film) that influence interpretation and convey meaning: e.g.,
  - camera work: focus, distance, movement...
  - lighting: soft, bright, hard, natural...
  - color: black and white, color, sepia...
  - movement: fast, slow, special-mood effect...
  - editing: fast or slow cuts, fades...
  - sound: music, background noise...
  - characterization: through speech, action, perceptions of others, dress...
  - plot: simple, complex, realistic, fantastic...
  - setting: exotic, familiar...;
- responds in an individual way;
- responds with intellectual and emotional participation;
- makes aesthetic judgments about the movie;
- accommodates the responses of others in confirming or reshaping her/his own responses;
- evaluates the effectiveness and significance of the movie.

---

## FOCUS ON READING

### Specific Objective:

The student will read and understand novellas and entertainment reviews.

### Indicators:

The student who reads and understands novellas...

- follows a process of responding appropriate to a novella:
  - by reflecting on the novella while reading
  - by recording or noting her/his responses to the novella while reading
  - by asking her/himself questions about the text
  - by sharing her/his responses with others
  - by returning to the text to develop meaning more fully;
- identifies the setting (time, place) and evaluates its relation to plot and character;
- identifies the structural organization: e.g., simple chronological order, complex arrangement of flashback;
- evaluates the effect of the structural organization;
- analyzes elements of plot, in particular, conflict and its resolution;
- identifies the major and minor characters;
- recognizes the methods of characterization used;
- recognizes the motivation of the characters;
- recognizes the theme and traces its development through the novella;
- evaluates the effect of the point of view used by the writer (first person participant, third person...);
- evaluates the effect of devices such as suspense, surprise, symbolism, foreshadowing;
- interrelates these elements to produce an understanding of the novella;
- responds to the novella in an individual way;
- accommodates the responses of others in confirming or reshaping his/her own responses;
- does further self-initiated reading of novellas.

### Indicators:

The student who reads and understands entertainment reviews...

- establishes a purpose for reading;
- recognizes the writer's purpose: e.g., to inform, entertain, instruct, criticize;
- recognizes the writer's point of view;
- identifies and follows the pattern of organization of the material;
- distinguishes between fact and opinion, relevant and irrelevant information;
- recognizes and evaluates the techniques used by the writer to achieve the purpose;
- recognizes the use of persuasive language (loaded diction, slanting);
- makes inferences from given data;
- draws conclusions;
- assesses the competence of the writer on the subject;
- evaluates the review using criteria appropriate to the field.

---

## FOCUS ON SPEAKING

### **Specific Objective:**

The student will participate in discussions in order to exchange ideas.

### **Indicators:**

The student who participates in discussions in order to exchange ideas...

- establishes a purpose for speaking: e.g., to inform, to interest, to persuade;
- selects a topic of interest to her/himself which s/he wishes to discuss with the audience or present to it;
- adjusts the topic to suit the occasion and the needs of the audience;
- selects an organizational pattern appropriate to the topic and purpose: logical arrangement, cause and effect, comparison/contrast;
- uses a variety of devices to develop and support the major point(s): examples, reasons, facts, anecdotes, quotations;
- uses language that is clear and precise;
- uses a tone and pace appropriate to the situation;
- creates a receptive mood for the audience by using appropriate gestures and facial expressions;
- involves other members of the group: by inviting contributions from them, by responding to their suggestions, by asking questions;
- responds to verbal and non-verbal feedback;
- assumes an individual voice in discussion;
- accommodates the responses of others in confirming or reshaping her/his own ideas and opinions;
- evaluates her/his participation in the discussion;
- values the importance of discussion.

---

## FOCUS ON WRITING

### **Specific Objective:**

The student will write movie or book reviews.

### **Indicators:**

The student who writes movie or book reviews...

- has a good understanding of the subject;
- defines clearly the point of view being presented;
- defines clearly the audience being addressed;
- uses probe questions to lead to further clarification of the subject:
  - What information do my readers need?
  - What additional information, if any, do I need?
  - What is my supporting material (examples, reasons, illustrations)?
- uses supporting material from several sources: primary and secondary sources, personal experiences;
- organizes material to achieve the desired effect on readers by choosing a pattern such as: comparison/contrast, definition, classification, cause and effect;
- illustrates and clarifies major points through concrete examples;
- appeals to the readers' previous knowledge of movies or books;
- enlists the help of peers and other readers in giving valuable response to first drafts and advice on revising;
- revises the text;
- edits for conformity with the conventions of spelling, punctuation and usage.

**Secondary IV  
ENG 4062-3**

**GENERAL OBJECTIVE**

**The student will demonstrate an ability to understand and compose oral and written discourse intended to inform and to influence action, and to understand written discourse intended to evoke aesthetic appreciation.**

<b>FOCUS</b>	<b>SPECIFIC OBJECTIVES</b>	<b>RELATED CONTENT</b>
<b>Listening</b>	by listening to and understanding interviews	listening/viewing experiences: interviews
<b>Reading</b>	by reading and understanding employment ads, job-related literature and biographies	reading experiences: employment ads contracts job-related literature biographies
<b>Speaking</b>	by participating in interviews and a variety of social speaking situations	oral language experiences: interviews social speaking situations
<b>Writing</b>	by writing résumés and letters of application	writing experiences: résumés letters of application

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## FOCUS ON LISTENING

### Specific Objective:

The student will listen to and understand interviews.

### Indicators:

The student who listens to and understands interviews...

- establishes a purpose for viewing/listening to the interview;
- identifies the interviewer and the person interviewed;
- identifies the purpose of the interview: e.g., to entertain, to inform, to promote the sale of an item;
- identifies the principal technique(s) used by the interviewer to achieve her/his purpose: e.g., question and answer, informal exchanges, short monologues;
- evaluates the effectiveness of the technique(s);
- responds to the informative function of language: i.e., language used to inform, explain, generalize, or speculate;
- evaluates the use of gesture and other non-verbal techniques (if viewing);
- responds to the elements of the medium (TV, radio) that influence interpretation and convey meaning: e.g.,
  - camera work: focus, distance, movement...
  - lighting: soft, bright, hard, natural...
  - color: black and white, color, sepia...
  - movement: fast, slow, special-mood effect...
  - editing: fast or slow cuts, fades...
  - sound: music, background noise...
  - characterization: through speech, action, perceptions of others, dress;
- evaluates the interview using appropriate criteria.

---

## FOCUS ON READING

### Specific Objective:

The student will read and understand employment ads, job-related literature, and biographies.

### Indicators:

The student who reads and understands employment ads...

- establishes a purpose for reading;
- familiarizes him/herself with the context of the ad;
- familiarizes him/herself with the level of language used in this context:
  - by paraphrasing content of ad
  - by translating specialized terms into everyday language
  - by discussing the meanings of words, terms, and phrases with colleagues;
- identifies the subject of the ad;

- identifies specific details;
- discriminates relevant from irrelevant information;
- examines facts;
- understands the implications of what is read:
  - by seeking information from colleagues with previous experience in similar situations
  - by using her/his own life experience to extend knowledge of the situation and its complexities;
- recognizes and understands sequence and order of material;
- follows directions as presented;
- exercises judgment in evaluating the ad.

### **Indicators:**

The student who reads and understands job-related literature...

- establishes a purpose for reading;
- selects job-related material issued by reliable sources: e.g., government employment agencies...;
- selects job-related material that is relevant to her/his needs and interests;
- identifies the purpose of the literature: e.g., to inform, to persuade...;
- identifies and follows the pattern of organization of the material;
- selects specific details related to her/his purpose for reading, e.g., qualifications needed for a specific job, opportunities in a specific career field, new career fields, re-training programs...;
- identifies the kinds of information presented, e.g., experiential data, facts, hypotheses...;
- distinguishes fact from opinion, relevant from irrelevant information;
- assesses the competence of the writer on the subject, or the reputation of the agency or company issuing the material;
- evaluates the literature using criteria appropriate to the field.

### **Indicators:**

The student who reads and understands biographies...

- follows a process of responding appropriate to biography:
  - by reflecting on the work while reading
  - by recording or noting her/his responses to the text while reading
  - by asking her/himself questions about the text
  - by sharing her/his responses with others
  - by returning to the text to develop meaning more fully;
- identifies the subject of the biography;
- identifies the author's purpose in choosing this subject;
- identifies and evaluates the source of the biographer's materials (books, magazines, papers, diaries, letters, interviews...);
- understands the central idea(s) that the author reveals about the subject;
- recognizes the major accomplishments or major struggles encountered by the subject;

- evaluates the techniques used by the writer to develop the material or to make the subject come alive for the reader: exposition, examples, humor, description, characterization;
- selects aspects of the biography that make it enjoyable for the reader;
- interrelates all the elements to produce an understanding of the biography;
- responds to the work in an individual way;
- does further self-initiated reading of biography.

---

## FOCUS ON SPEAKING

### **Specific Objective:**

The student will participate in interviews and in a variety of “social speaking” situations.

### **Indicators:**

The student who participates in interviews and in a variety of “social speaking” situations...

- establishes a purpose for interviews and social speaking;
- simulates a variety of situations: e.g., job interviews, sales presentations, open interviews, social occasions;
- assumes a variety of roles: interviewer, person interviewed, observer, presenter, audience, observer, guest, host/ess, observer;
- evaluates the simulations and role-playing activities:
  - by identifying the elements of the situation
  - by identifying the relationship between/among the person involved
  - by identifying the level of language appropriate to the situation
  - by listing the social skills demanded in the situation;
- prepares for interviews/social situations by obtaining pertinent information (e.g. discussing with colleagues, reading...);
- develops techniques applicable to a variety of social and business occasions:
  - by asking open-ended questions (what? why? how?)
  - by responding fully to questions
  - by drawing up a list of pertinent questions to elicit needed information in an interview
  - by using door-openers — “Go ahead,” or “Tell me more” — to maintain talk
  - by using paraphrase to maintain talk or to expand a topic;
- uses language that is appropriate to the situation;
- uses gesture, intonation, and pitch appropriate to the situation;
- develops an individual voice and style;
- responds to verbal and non-verbal feedback;
- accommodates the responses of others in confirming or reshaping her/his own ideas and points of view;
- recognizes the value that the business and social worlds place on speaking skills.

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## FOCUS ON WRITING

### Specific Objective:

The student will write résumés and letters of application.

### Indicators:

The student who writes résumés...

- identifies the kinds of information needed to complete a résumé;
- collects the necessary information under each heading of the résumé:
  - age
  - education (starting with the last or most current year of education and working back to elementary schooling)
  - jobs (starting with last job and working back to first job)
  - outside interests/activities (sports, hobbies, community work, social or political groups...);
- organizes the information under each heading in a clear and coherent manner;
- presents the information in a clear and concise manner;
- uses standard résumé format;
- enlists the help of peers and other readers in giving valuable response to first drafts and advice on revising;
- revises the résumé;
- edits for conformity with the conventions of spelling, punctuation and usage.

### Indicators:

The student who writes letters of application...

- identifies the job/position being applied for;
- identifies the source of the information (where ad appeared);
- analyzes the description of the job being applied for;
- presents relevant personal information;
- presents educational background and previous work experience;
- organizes personal, educational and professional information in a manner most likely to interest the prospective employer;
- includes all details and information requested, such as availability for work, names of references;
- present the information in a clear and direct manner;
- uses standard business letter format;
- enlists the help of peers and other readers in giving valuable response to first drafts and advice on revising;
- revises the letter;
- edits for conformity with the conventions of spelling, punctuation and usage.

**Secondary V  
ENG 5061-3**

**GENERAL OBJECTIVE**

**The student will demonstrate an ability to understand oral and written discourse intended to evoke aesthetic appreciation, to compose oral discourse intended to evoke aesthetic appreciation or to inform, and to compose written discourse intended to inform.**

<b>FOCUS</b>	<b>SPECIFIC OBJECTIVES</b>	<b>RELATED CONTENT</b>
<b>Listening</b>	by viewing and understanding plays	listening/viewing experiences: plays
<b>Reading</b>	by reading and understanding novels	reading experiences: novels
<b>Speaking</b>	by participating in a dramatization or discussions related to a play or novel	oral language experiences: dramatizations discussions
<b>Writing</b>	by writing a critical analysis of a play or novel	writing experiences: critical analyses

---

## FOCUS ON LISTENING

### **Specific Objective:**

The student will view and understand plays.

### **Indicators:**

The student who views and understands plays...

- establishes a purpose for theatre-going;
- understands the responsibilities of a member of the theatre audience;
- understands the conventions of theatre behavior;
- understands the general structure of plays;
- understands the specific pattern of the genre: e.g., comedy, tragedy, romance;
- understands basic theatre and stage conventions;
- prepares for the theatre experience: e.g.,
  - by reading the play in advance
  - by reading the opening scene
  - by reading several key scenes
  - by discussing the background of the play;
- follows a process of responding appropriate to drama:
  - by engaging in active questioning and prediction (internal) to increase comprehension
  - by reflecting on the play as it is being viewed/heard
  - by anticipating the content of the play
  - by recording or noting her/his responses (if appropriate)
  - by sharing her/his responses with others to confirm or modify them;
- understands the who, what, when, why, where, how of the story: characters, both major and minor, plot and structure, setting (time, place), motivation, purpose, theatre techniques;
- responds to the poetic function of language: i.e., language used to give formal shape and meaning to a work of art;
- responds in an individual way;
- responds with intellectual and emotional participation;
- makes aesthetic judgments about the experience;
- accommodates the responses of others in confirming or reshaping her/his own responses.

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## FOCUS ON READING

### **Specific Objective:**

The student will read and understand novels.

### **Indicators:**

The student who reads and understands novels...

- follows a process of responding appropriate to a novel:
  - by reflecting on the novel while reading
  - by recording or noting her/his responses to the novel while reading
  - by asking her/himself questions about the text
  - by sharing her/his responses with others
  - by returning to the text to develop meaning more fully;
- identifies the setting (time, place) and evaluates its relation to plot and characters;
- analyzes elements of plot, in particular conflict and its resolution;
- identifies the main characters and their relationships;
- identifies the minor characters and their relationship to the major characters and to the novel as a whole;
- recognizes the methods of characterization used by the author: direct narration, actions and speech of the character, his/her relation to other characters;
- recognizes the motivation of characters;
- identifies the important decision(s) the protagonist makes and the effects of the decision(s);
- identifies the structure of the novel: e.g., simple chronological progression, complex structure using flashbacks, stream of consciousness;
- evaluates the effect of the structure used;
- recognizes the point of view from which the novel is narrated: first person participant, first person observer, third person limited, third person omniscient;
- evaluates the effect of the point of view used;
- identifies the theme or idea dramatized by the action of the novel, traces its development, and recognizes its significance for the reader;
- evaluates the use of suspense, surprise, symbolism, language, and other means to achieve desired effects;
- evaluates the tone of the novel as enhancing or diminishing its effect;
- interrelates these elements to produce an understanding of the novel;
- responds to the novel in an individual way;
- accommodates the responses of others in confirming or reshaping his/her own responses;
- does further self-initiated reading of novels.

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## FOCUS ON SPEAKING

### **Specific Objective:**

The student will participate either in a dramatization of a scene from a previously studied play or novel or in discussions about the play or novel.

### **Indicators:**

The student who participates in a dramatization of a scene from a previously studied play or novel...

- establishes the purpose of the dramatization;
- selects material that is relevant to the needs and interests of the audience;
- analyzes the selection to understand its content and purpose;
- analyzes the selection to determine the setting, the characters involved, and the action;
- assumes a role in the dramatization;
- recreates the author's intention or effect in the dramatization;
- uses language appropriate to the context;
- uses language with the degree of precision required by the situation;
- creates a convincing mood;
- uses a variety of techniques to appeal to the audience:
  - by using voice inflections and pauses for desired effects
  - by modulating pitch and changing intonation for dramatic effect
  - by using appropriate gestures and facial expressions;
- rehearses the dramatization with peers or others;
- revises the dramatization, using available feedback;
- presents the dramatization;
- speaks clearly and audibly;
- responds to verbal and non-verbal feedback;
- accommodates the responses of others in confirming or reshaping her/his own expression;
- evaluates her/his participation in the event;
- values the importance of dramatization.

### **Indicators:**

The student who participates in discussions about a play or novel...

- establishes a purpose for the discussion;
- makes a selection of scenes from texts (novels, plays) appropriate to the purpose and audience;
- establishes discussion procedures (e.g., panel discussion, informal debate, small group reporting...) and discussion topics;
- develops main point(s) of the discussion by a variety of devices: e.g., analogy, examples, reasons, quotations, anecdotes;
- uses a variety of techniques to present her/his point of view;
- uses language appropriate to the situation;
- uses language with the degree of precision required by the context;

- involves other members of the group:
  - by inviting contributions from them
  - by responding to their ideas
  - by asking questions
  - by giving information and opinions
  - by evaluating information;
- responds to verbal and non-verbal feedback;
- assumes an individual voice;
- accommodates the responses of others in confirming or reshaping her/his own ideas;
- evaluates her/his participation in the discussion;
- values the importance of discussion.

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## FOCUS ON WRITING

### Specific Objective:

The student will write a critical analysis of a previously studied play or novel.

### Indicators:

The student who writes a critical analysis of a play or novel...

- is well informed about the subject being treated: by reading, research, questioning, discussing;
- analyzes the purpose of the writing;
- analyzes the needs of the audience being addressed;
- uses probe questions to lead to further exploration and clarification of the subject:
  - What additional information, if any, do I need?
  - What do my readers need to know about the subject?
  - What is my supporting material (examples, reasons, illustrations)?
  - Is it sufficient for my purpose?
  - What are the varying points of view on this subject?
- formulates a thesis, a clear and direct statement of the point of view presented;
- establishes the thesis by providing reasons and evidence;
- uses material from various sources: primary sources, secondary sources, personal experiences...;
- documents sources accurately;
- presents logical arguments;
- provides the audience with clear and sufficient information about the subject;
- chooses an organizational pattern that best presents the subject to the audience;
  - chronological development
  - spatial development
  - cause and effect
  - logical development
  - comparison/contrast
  - combination of some of these;
- adopts a tone appropriate to the audience and occasion;
- suggests a course of action (if the purpose of the writing is to persuade);
- enlists the help of peers and other readers in giving valuable response to first drafts and advice on revising;
- revises the text;
- edits for conformity with the conventions of spelling, punctuation and usage.

**Secondary V  
ENG 5062-3**

**GENERAL OBJECTIVE**

**The student will demonstrate an ability to understand and compose oral and written discourse intended to inform.**

<b>FOCUS</b>	<b>SPECIFIC OBJECTIVES</b>	<b>RELATED CONTENT</b>
<b>Listening</b>	by listening to and understanding lectures	listening experiences: lectures
<b>Reading</b>	by reading and understanding academic material	reading experiences: reference material articles research documents
<b>Speaking</b>	by giving an oral presentation	oral language experiences: oral presentations
<b>Writing</b>	by writing a research paper	writing experiences: research papers

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## FOCUS ON LISTENING

### **Specific Objective:**

The student will listen to and understand lectures.

### **Indicators:**

The student who listens to and understands lectures...

- establishes a purpose for listening;
- determines the speaker's purpose and point of view;
- identifies the subject/topic being presented;
- understands the main points and supporting details;
- identifies the method of organization: e.g., logical order, comparison/contrast, specific illustrations or examples, analogy as a means of developing a topic, combination of these;
- evaluates the effectiveness of the organizational method;
- responds to the informative function of language: i.e., language used to inform, explain, generalize, or speculate;
- distinguishes fact from opinion, relevant from irrelevant information;
- understands the connotative meaning of words;
- recognizes prejudice and bias;
- recognizes propaganda devices: e.g., distortion, selective omission, incomplete quotation, quoting out of context;
- makes inferences from given data;
- questions what is said and the value of the ideas;
- appraises the validity and reliability of facts, events, ideas, and purposes;
- assesses the competence of the speaker on the subject;
- uses her/his own knowledge and experiences to evaluate the information;
- evaluates the material using criteria appropriate to the field;
- considers ways in which the speaker's ideas may be applied to a new situation.

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## FOCUS ON READING

### **Specific Objective:**

The student will read and understand academic material.

### **Indicators:**

The student who reads and understands academic material (reference material, articles, research documents)...

- establishes a purpose for reading;
- identifies the kind of material being read;
- exercises judgment in evaluating sources of material by examining documents for date of publication, completeness (not condensed or abridged), facts and opinions, objectivity;

- distinguishes between primary and secondary sources;
- determines the author's purpose and point of view;
- identifies the subject being presented;
- identifies the method of organization: logical order, comparison/contrast, specific illustrations, analogy as a means of developing an idea, combination of these;
- evaluates the effectiveness of the organizational method;
- distinguishes the significant from the trivial, the relevant from the irrelevant, fact from opinion;
- recognizes prejudice and bias;
- recognizes propaganda devices: distortion, selective omission, incomplete quotation, quoting out of context;
- recognizes the connotative meaning of words;
- appraises the validity and reliability of facts, events, ideas, and purposes;
- assesses the competence of the writer on the subject;
- reads widely on controversial issues;
- compares several sources of information;
- maintains an inquiring point of view;
- evaluates material using his/her own experience and criteria appropriate to the field.

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## FOCUS ON SPEAKING

### **Specific Objective:**

The student will give an oral presentation on a subject which s/he has researched.

### **Indicators:**

The student who gives an oral presentation on a subject which s/he has researched...

- establishes a purpose for the presentation;
- selects a subject appropriate to the situation and audience;
- has a thorough knowledge of the subject;
- selects an organizational structure appropriate to subject, purpose, and audience: e.g., chronological development, spatial development, cause and effect, logical development, comparison/contrast;
- states the major point(s) in a clear and effective manner;
- provides supporting evidence to develop the major point(s) by a variety of devices: e.g., analogy, anecdote, examples, quotations;
- includes smooth transitions to maintain coherence;
- uses language appropriate to the situation;
- uses language clearly and concisely, with the degree of precision required by the context;
- uses language persuasively:
  - by reasoning logically
  - by providing thorough and reliable information
  - by appealing to the audience's intellect and emotions;
- uses gestures effectively to support meaning;

- speaks clearly and audibly;
- rehearses the presentation with peers or others;
- revises the presentation for clarity, coherence, and precision of language, using available feedback;
- gives the presentation;
- responds knowledgeably to questions from the audience;
- assumes an individual voice and style;
- accommodates the responses of others in confirming or reshaping her/his ideas and point of view;
- evaluates the effectiveness of her/his presentation, using audience feedback;
- values the importance of oral presentations.

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## FOCUS ON WRITING

### **Specific Objective:**

The student will write a research paper.

### **Indicators:**

The student who writes a research paper...

- finds/selects a subject of interest;
- limits the subject, i.e. discovers a direction for research;
- develops a thesis;
- formulates research questions for the topic/subject;
- identifies available resources: books, magazine articles, letters, interviews, questionnaires;
- uses library search techniques;
- takes notes;
- categorizes the information;
- understands the source material;
- sees the relevance of the source material to the thesis and subject;
- extracts quotations to support the points being made;
- introduces such quotations into the text;
- paraphrases material accurately;
- integrates quoted material from several sources;
- uses standard documentation procedures;
- presents evidence in standard form;
- understands the purpose of each part of the research paper: title page, table of contents, body, footnotes, bibliography;
- enlists the help of peers and other readers in giving valuable response to first drafts and advice on revising;
- revises the research paper;
- presents the finished paper either handwritten or typed, double spaced, on unlined paper, with footnotes positioned at the bottom of the paper or embedded in the text, depending on the style being used.

# ELEMENTS OF ENGLISH USAGE

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	Sec 1		Sec II		Sec III		Sec IV		Sec V	
	1	2	3	4	5	6	7	8	9	10
<b>Word Level</b>										
<b>Spelling</b>										
commonly misspelled words	•	•	•							
homonyms & look-alikes	•	•	•	•						
troublesome plurals	•									
suffix-ending rules & "ie" rule	•									
capitalization		•	•	•	•					
hyphenation	•	•								
abbreviations	•							•		
apostrophes		•								
quotation marks & italics for titles					•				•	•
numbers	•	•								
<b>Morphology, Vocabulary</b>										
irregular plurals	•									
irregular past forms		•	•	•						
prefixes & suffixes	•	•	•							
synonyms & antonyms					•	•	•	•	•	•
denotations & connotations					•	•	•	•	•	•

<b>Sentence Level</b>	<b>Sec 1</b>		<b>Sec II</b>		<b>Sec III</b>		<b>Sec IV</b>		<b>Sec V</b>	
	1	2	3	4	5	6	7	8	9	10
<b>Punctuation</b>										
end punctuation (periods, question and exclamation marks) & capitalization	●	●								
commas		●	●	●	●	●	●	●		
semi-colons & colons					●	●				
dashes, parentheses & brackets									●	●
quotations marks & ellipses				●	●				●	●
<b>Grammatical Agreement</b>										
subject-verb		●	●	●						
pronoun-antecedent			●	●						
tense			●							
person				●						
<b>Coordination</b>										
coordinate clauses					●	●				
coordinating conjunctions & sentence connectors					●	●				
<b>Subordination</b>										
relative clauses & subordinators							●	●		
noun clauses & subordinators							●	●		
adverbial clauses & subordinators							●	●		
conditional clauses & subordinators							●	●		
<b>Parallelism</b>										
parallel structures							●	●		
coordinating & correlative conjunctions							●	●		
<b>Sentence Problems</b>										
fragments		●	●	●						
run-together sentences			●	●						
choppy sentences				●	●	●				
stringy sentences				●	●	●				
wordiness						●	●	●	●	●
dangling modifiers							●	●	●	●

	Sec 1		Sec II		Sec III		Sec IV		Sec V	
	1	2	3	4	5	6	7	8	9	10
<b>Paragraph Level</b>										
<b>Consistency and clarity</b>										
person				●	●	●				
tense				●	●	●				
number				●	●	●				
tone					●	●	●	●	●	●
<b>Coherence: Transitional devices</b>										
transitional expressions of										
-agreement					●	●	●	●		
-opposition & limitation							●		●	●
-cause, effect, purpose			●			●				
-condition & qualification							●		●	●
-support					●		●		●	●
-time	●		●	●				●		
-space				●						
-summarizing							●	●	●	●
word & phrase repetitions									●	●
parallel structure repetitions									●	●
antecedent-pronoun pairs									●	●
<b>Rhetorical focus</b>										
use of active vs. passive voice					●	●	●	●	●	●
use of formal vs. informal language		●	●	●	●	●	●	●	●	●
use of simple, compound, complex and parallel construction									●	●

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